Student: _____ **Date of Birth:** _____ **SAIS Number:** _____

STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, AND FOUNDATIONS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word.

STANDARD 1: READING
Students learn and effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, nonfiction, classic, and contemporary works.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, and using assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word, students know and are able to do the following:

STANDARD 1: READING	Comments	Emergent			Supported			Functional			Independent		
FUNCTIONAL (Ages 3-21)		**See AST Score 1-3**			**See AST Score 4-6**			**See AST Score 7-10**			**See AST Score 11**		
R-FS1. Demonstrate an understanding of directionality.													
PO 1. Track visually, auditorily, and/or tactually in a horizontal (left to right) and vertical (top to bottom) pattern.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Rotate pictures/book to correct left/right and up/down orientation.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Focus attention to features of objects or pictures given distracters.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
Subtotal page 1:													

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STANDARD 1: READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21) R-FS1 continued													
PO 4. Systematically handle book or materials created for sharing information (e.g., turning pages; locating sections, beginning/middle/end; handling and/or interacting with menus, bus schedules, and shopping lists).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
R-FS2. Demonstrate knowledge of the relationship between concrete experiences or objects with progressively more abstract symbols.													
PO 1. Match object to object.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Match object to photo of like object.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Match picture to picture (e.g., same picture, black and white line drawings, varying representation of same object).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 4. Match picture to activity (e.g., picture of computer to indicate time for computer activity).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
Subtotal page 2:													
Subtotal page 1:													
Subtotal pages 1-2:													

STANDARD 1: READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21) R-FS2 continued													
PO 5. Associate common symbol with picture or concept (e.g., golden arches for McDonalds, pick out specific cereal brands by coupons, labels, Ø no entry).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 6. Match word to word.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
R-FS3. Comprehend the meaning of simple survival words/pictures.													
PO 1. Recognize survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules, locate correct bathroom or cleaning materials using labels, recognize poisonous items/dangers by signs/labels).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2. Derive meaning from survival words, logos, environmental signs (e.g., job instructions, classroom/work schedules).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3. Label objects/pictures (e.g., drill-receptive and/or expressive).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
Subtotal page 3:													
Subtotal pages 1-2:													
Subtotal pages 1-3:													

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STANDARD 1: READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21) R-FS3 continued													
PO 4. Tell story about objects/pictures.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 5. Follow sequence of simple pictures or written directions (e.g., recipe/work routines).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
R-FS4. Retell stories/directions in sequence using gestures, words, or pictures.													
PO 1. Identify main character(s).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 2. Recall an event from a story.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 3. Answer questions related to sequence of events (e.g., "What happened after _____?" "What do you do next?").		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
Subtotal page 4:													
Subtotal pages 1-3:													
Subtotal pages 1-4:													

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STANDARD 1: READING	Comments	Emergent			Supported			Functional			Independent		
FUNCTIONAL (Ages 3-21)		See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
R-FS5. Decode simple words.													
PO 1. Recognize name.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2. Match upper and lower case letters.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3. Identify upper and lower case letter names.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 4. Pair sound with letter symbol.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
Subtotal page 5:													
Subtotal pages 1-4:													
Subtotal pages 1-5:													

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STANDARD 1: READING	Comments	Emergent See AST Score 1-3			Supported See AST Score 4-6			Functional See AST Score 7-10			Independent See AST Score 11		
FUNCTIONAL (Ages 3-21) R-FS5 continued													
PO 5. Use letter sounds to decode unfamiliar words (e.g., consonants/vowels/blends).		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 6. Match picture to word.* *IEP team determines.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
PO 7. Read predetermined number of words * (e.g., TV schedule, cafeteria menu, common words, functional vocational words). *IEP team specifies number of words.		**P** 1 2 3	**B** 1 2 3	**R** 1 2 3	**P** 4 5 6	**B** 4 5 6	**R** 4 5 6	**P** 7 8 9 10	**B** 7 8 9 10	**R** 7 8 9 10	**P** 11	**B** 11	**R** 11
Subtotal page 6:													
Subtotal pages 1-5:													
Subtotal pages 1-6:													

Student: _____ Date of Birth: _____ SAIS Number: _____

STANDARD 1: READING	Comments	Emergent			Supported			Functional			Independent		
READINESS (Kindergarten)		See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
R-R1. Identify characters in a story and retell stories in sequence.													
PO 1. Identify main characters.													
PO 2. Retell story line in sequence.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
R-R2. Predict elements and events in a story.													
PO 1. Make predictions based on title, cover, illustrations, and text.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
R-R3. Identify facts in nonfiction material.													
PO 1. Identify facts from nonfiction material.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
R-R4. Use phonetic skills to decode simple words.													
PO 1. Identify consonant sound/symbol relationships in the context of words.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
Subtotal page 7:													
Subtotal pages 1-6:													
Subtotal pages 1-7:													

Student: _____ **Date of Birth:** _____ **SAIS Number:** _____

STANDARD 1: READING	Comments	Emergent			Supported			Functional			Independent		
READINESS (Kindergarten)		**See AST Score 1-3**			**See AST Score 4-6**			**See AST Score 7-10**			**See AST Score 11**		
R-R5. Comprehend the meaning of simple written selections, using prior knowledge, letter/sound relationships, and picture clues.													
PO 1. Demonstrate an understanding of print concepts (e.g., directionality, pictures, letters, words, return sweep, book handling skills).		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 2. Derive meaning from picture clues.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 3. Derive meaning from illustrations/print using prior knowledge/experience.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
PO 4. Derive meaning from print using sound/symbol relationships.		**P** **1** **2** **3**	**B** **1** **2** **3**	**R** **1** **2** **3**	**P** **4** **5** **6**	**B** **4** **5** **6**	**R** **4** **5** **6**	**P** **7** **8** **9** **10**	**B** **7** **8** **9** **10**	**R** **7** **8** **9** **10**	**P** **11**	**B** **11**	**R** **11**
Subtotal page 8:													
Subtotal pages 1-7:													
READING TOTAL: (pages 1-8)													

SCORING: To obtain Reading score, add scores obtained from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Reading Score/Form 2R: _____

Student: _____ **Date of Birth:** _____ **SAIS Number:** _____

SCORING: Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 1: READING	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		**See AST Definition**	**See AST Definition**	**See AST Definition**	**See AST Definition**
R-F1. Use phonetic skills to decode words.					
PO 1. Decode words in context using beginning, middle, and final letter/sound relationships.					
R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes, and suffixes to comprehend written selections.					
PO 1. Derive meaning from a written selection using reading/decoding strategies (phonetic clues, context clues, picture clues, word order, structural analysis, and word recognition).					
R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction.					
PO 1. Draw conclusions based on text.					
PO 2. Restate information from a reading selection.					
PO 3. Predict events, actions, and behaviors using prior knowledge and/or details to comprehend a reading selection.					
PO 4. Identify cause-and-effect relationships.					
PO 5. Differentiate fiction and nonfiction text.					

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STANDARD 1: READING	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature.					
PO 1. Identify the main idea and relevant facts in a reading selection.					
PO 2. Sequence a series of events from a reading selection.					
PO 3. Compare characters in a reading selection (e.g., traits, roles, similarities, differences).					
PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection.					
R-F5. Analyze selections of fiction, nonfiction, and poetry for their literary elements, such as character, setting, plot, sequence of events, and organization of text.					
PO 1. Compare characters, plot (including sequence of events), and setting across reading selection.					
PO 2. Explain whether the events in the reading selection are fantasy.					
PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition).					
PO 4. Describe the literary elements of fiction and nonfiction.					

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STANDARD 1: READING	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		**See AST Definition**	**See AST Definition**	**See AST Definition**	**See AST Definition**
R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels, and safety pamphlets.					
PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning).					
PO 2. Restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs).					
PO 3. Compare information in written advertisements.					
PO 4. Fill out a variety of forms (e.g., contest entry, requests for information).					
R-F7. Follow a list of directions and evaluate those directions for clarity.					
PO 1. Follow a set of written directions.					
PO 2. Evaluate written directions for sequence and completeness.					
R-F8. Recognize the historical and cultural perspectives of literary selections.					
PO 1. Identify similarities and differences relating to theme, plot, setting, character, and point of view in literature from different cultures.					
PO 2. Compare real-life experiences to events, characters, and conflicts in literary selections from different cultures.					
PO 3. Recognize that some words in literary selections come from a variety of cultures.					